

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

**Workshop on Scientific Translation:
PP presentation, group work, final test on Edmodo virtual class.**

TOPIC

Translating specialized texts belonging to the world of science: medicine, biology, pharmacology.

TYPE OF SCHOOL AND STUDENTS' AGE

End of the third year of a Liceo Linguistico (B1)

LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

The lesson plan considers a blended learning modality. The workshop will initially take place in the school language lab with internet connection. As far as the group work is concerned, students will be asked to connect to an EDMODO platform in the IT laboratory and follow the instructions for the translation activity.
The final written test may be submitted either in the IT laboratory, connecting to the same EDMODO virtual class, or in class with a printable version.

LEARNING AIMS

Globally, this multimedia lesson plan aims at strengthening topics concerning both grammar, such as passive forms, must/should forms, syntax and punctuation rules and vocabulary, such as words referring to the world of translation both as a job and as a task, basic terminology of science, medicine, pharmacology and the use of acronyms, chemical symbols, statistics data.
Students are involved in different types of activities: individual reflection, class discussion, team working, final reporting to the class as in Jigsaw method, individual test. All types of abilities are involved: listening, speaking, skim and scan reading and translating from English into L1.

TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

I used Power Point to prepare the first, introductory lesson. Moreover, I used a software (Free YouTube Downloader) to download a video concerning the topic of the lesson and then another software (Windows Live Movie Maker) to cut and edit it according to my needs. As a matter of fact, the video was too long and in Italian: I cut it to the length of more or less 4 minutes and I added captions in English in order to visually stress the useful concepts.
I then added the link to the edited video I had previously uploaded on You tube. I also managed to create a virtual class on EDMODO on which I uploaded a printable version of my PP presentation, all pdf attachments and websites links I thought to be important to guide my students' activity. The

platform can be accessed through a hyperlink on the PP presentation and by means of a given code. All the images, backgrounds and sounds I used were downloaded from the internet.

METHODOLOGY AND TEACHING PROCEDURES

The learning object is part of an actual teaching unit. Accessing the language laboratory is almost compulsory for the first lesson, as it would create the best didactic environment to introduce students into the topic. Besides, the PP presentation may be performed in a class, with one PC and a projector and it can be seen again by students on their own PCs or tablets whenever they need since it is uploaded on the platform.

During my *Active Teaching Unit*, I will start the lesson with a warm-up activity suggested by the brainstorming of the second slide. Students will be invited to talk about the topic of “translation” in general, expressing all terms they associate to the task. I will then show a video in which an expert in the field of literary translation, Umberto Eco, speaks about the importance of linguistic and disciplinary knowledge and explains the concept of “negotiation”: all key points are then listed in detail. The video can be seen as many times the class needs through a link to the YouTube website. An overview of the main sectors of translation as a job follows, thus concentrating on the field of science, medicine and pharmacology. Towards the end of the slides, students are explained in detail about the second step of the workshop, that is the division in groups and the translation of brief extracts they find on EDMODO platform.

As last part of the teaching unit, prepared a test using the “Quiz” Tool of EDMODO. Students will have to answer to different kind of questions (true-false questions, a fill in the gap- exercise and five open questions with short answers) individually. They have 30 minutes to complete the tasks in the order they prefer: if they are not sure of the answer, they can move forward and come back to retry at the end of the quiz. Each kind of questions affects 1, 2 or 3 points to the total score, appearing on the upper corner on the right. In this way, students are also boosted in self-assessment before knowing the note from their teacher.

If there is some time left, I plan to assess their speaking skills as well by means of a Jigsaw experience: each group reports on its extract and the rest of the class has to listen and fill in the table they find among the attachments on EDMODO, thus creating a flow of real, interesting information among the students and involving the integrated abilities of interaction and cooperation among the students.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
The teacher who would like to exploit this learning object can introduce the topic by means of the brainstorming suggested in the second slide of the PP presentation.	Students have to share a basic knowledge of Use of English (approximately Level A2/B1). As far as vocabulary is concerned, students should already know some basic words referring to the world of translation, press and dictionaries. Another prerequisite is the ability of team working: the learning unit should be proposed to classes that have already been experiencing similar activities during the schoolyear.

<p>During the introduction, the teacher plays the role of a guide or an expert, trying to elicit the knowledge of the topic that the students already share and to guide them towards the discovery of new concepts.</p>	<p>During the introduction, students are stimulated to think of their previous experience in translating and express their ideas in the brainstorming activity. They have then to listen to the video and to reflect on the concepts elicited by the teacher. They can interrupt the PP presentation whenever they want: every direct question would create a climate of “exchange” between the class and the teacher-expert.</p>
<p>During the group work, the teacher becomes a reference and moves around in the space of the IT laboratory and offers help in case of need.</p>	<p>During the group work, students operate actively on the platform exploring the uploaded material and reading all posts and alerts created by the teacher. They have now to demonstrate they are able to move in a virtual class, to organize their task and to fulfill it in the given time.</p>
<p>Creating a similar multimedia learning object does not require huge informatics abilities. First of all, a teacher should know how to use Power Point as far as its basic tools are concerned: adding audio and video files, creating hyperlinks to external websites or choosing a specific animation or presentation effect. Secondly, he/she must be able to use software for downloading and uploading files from Youtube and softwares for the editing of audio and video files. Thirdly, one should have an EDMODO account or may decide to create a new one as in my case, exploiting its features such as creating separated virtual classes, inventing quizzes, posting alerts for students, chatting with them in real time ect.</p>	<p>Students should know how to use Word and to surf in the internet, at least through the website links suggested.</p>

ASSESSMENT (weak and strong points, learning added value)

<p>Although it is the first time I use Power Point in class, I have already had the chance to use in other professional contexts and I knew it is a very powerful tool to gain attention and to address recipients into a matter. It is not a complicated software, once you have learnt how to move at least among its basic features. Flexibility makes it a perfect resource for almost every type of discipline and lesson. Moreover, the main advantage of uploading a similar presentation on a virtual platform such as the one of EDMODO is that the teacher can organize a whole, complex learning unit by adding all kinds of material in a sharable, protected space. For teachers, it is also an easy and convenient way of</p>

broadening the strict limit of the “three hours per week” in each class. I must admit, EDMODO offers very elementary and little tailored possibilities if compared to other virtual platforms for education such as Moodle or Wikispace. Anyway, its graphic is very user-friendly and intuitive.

As far as the teenagers are concerned, students should be therefore more engaged in connecting and exploring different types of multimedia inputs. Complex learning objects which exploit Web 2.0 potentialities help them search and recognize useful information, tools and resources on the internet critically and express doubts, difficulties, ambiguities. Social competences are boosted too. Not every class has experience in work in couples or small teams, but I believe it is a fundamental way to teach our learners how to share their opinion in a civil manner. All these competences merge in the competence of “Learning how to learn” suggested at a European level as one of the most important attitudes to be reached before leaving school for work (5th key competence- Council of Europe, 2006).